7.0   Enlisted MOSQ and Lifelong Learning Implementation Plan

Panel 1 developed the following as its recommendation for implementing the MOSQ and Lifelong Learning Implementation Plan. The Panel was asked to describe Who, What, Where, When and How the Plan should be implemented. The following matrix addresses these elements with the exception of Where which will occur at different self-evident locations; e.g., HQ TRADOC, individual Schoolhouses, and virtual campuses.

Who	What	When	How
HQ TRADOC, Schoolhouses, Installations & Agencies	Adopt _Lifelong Learning_ approach as TRADOC model for education and training that meets the needs of soldiers and leaders, now and in the future • Starts with the contact of the Recruiter and continues through IET and career assignments until the soldier or leader leaves the Army; also can continue after completing the military career for Army alumni • Transitions the Schoolhouse to a global focus wherever soldiers, leaders, and units are located • Establishes the Schoolhouse as the "professional home" of the soldier and leader • Considers all soldier students the same regardless of their location	FY 2002	• Obtain buy-in and support Army wide • Form partnerships with organizations and agencies within and outside TRADOC
HQ TRADOC	Use TRADOC IET and Lifelong Learning Implementation Plan as guidance for preparing a S_upporting Implementation Plan_ that aligns and organizes HQ TRADOC to support Lifelong Learning as the model for meeting the education and training needs of soldiers and leaders, now and in the future	FY 2002	Use TRADOC IET and Lifelong Learning Implementation Plan as guidance for preparing Supporting Implementation Plan for HQ TRADOC
Each TRADOC Schoolhouse, Installation & Agency	Use TRADOC IET and Lifelong Learning Implementation Plan as guidance for preparing S_upporting Implementation Plans_ tailored to the needs of TRADOC Schoolhouses and Installations	FY 2002	Prepare Supporting Implementation Plans that adapt and tailor the guidance included in the TRADOC Implementation Plan to the specific needs of the TRADOC Schoolhouse, Installation, and Agency
TRADOC Schoolhouses	Adopt _Assignment Oriented Training_ to: • Get better trained soldiers and leaders to the field faster • Provide focused training for follow-on assignments and for sustainment, to include legacy, digital, and COTS systems	Determined in the Supporting Implementation Plans	• Identify AOT candidate courses • Obtain buy-in and support of MILPERCEN and field Army • Conduct pilots to obtain lessons learned • Use lessons learned to support AOT implementation

			• Involve and obtain support of Army personnel system and units in the field • Use phased approach, as necessary, for transitioning from the current model to AOT
TRADOC Schoolhouses	Develop and integrate *Lifelong Learning Materials* with the following percentages, as targets: • PTTs/HOTs/Equipment – 30% maximum • Traditional materials/CBT/IMI/Simulations – 70% minimum; target further breaking out this 70% to: → 70% Simulations → 20% CBT/IMI → 10% Traditional Materials Develop *Simulations* to support: • Focused training for AOT follow-on assignments • "Learning by doing" in the field Army as well as in the Schoolhouses • Training for both "science" and "art"	Determined in Schoolhouse Implementation Plan	• Determine requirements • Identify common usage • Develop design guidelines • Establish criteria • Determine need for trainers and supporting simulations • Develop and evaluate prototypes • Establish complementary relationships with CBT/IMI, PTTs, HOTs, and use of equipment for training • Obtain the technical support of an organization with simulation expertise, such as STRICOM, to assist in developing simulations for lifelong learning
TRADOC Schoolhouses	Develop *Simulation ROM Cost Estimates* • Determine level of proficiency required for the training being conducted • Determine skills the simulation must support attaining • Determine the level of learning required to obtain the skills • Identify and use a known or existing trainer and/or simulation as a baseline for determining ROM cost estimates • Develop a ROM cost estimate for each complexity level • Compare the complexity levels of the trainer and simulations being developed with the baseline to determine the ROM cost estimate • Refine the ROM cost estimate as further definition and other information becomes available	Determined in Schoolhouse Implementation Plan	• Consolidate ROM cost estimated for simulations into a ROM for each trainer consisting of a family of simulations • ROM cost estimates assume: → Designs establish and enforce the reuse of common architecture across the family of simulations as a cost saving approach → Efficient use of GFI, GFP, existing GOTS and COTS simulations, and review boards such as the Integrated Product Team → Complete family of simulations with the trainers to achieve cost savings • Expect the first simulation to be more costly than subsequent applications where significant savings can be realized via reuse of common architecture across the suite of trainers and simulations
TRADOC Schoolhouses, Installations,	Establish *Resource Center* to provide: • *Portal* from the Schoolhouse to the lifelong learning student	Determined in the Supporting Implementation	• Establish content and student management databases • 24/7 reach back, access, and distribution of content and student management records

and Agencies	• *Help Desk* to provide 24/7 reach back to help individuals at other locations direct calls to experts who assist users with technical problems and provide other information, as needed • *Digital Library* as a storage for the software for simulations and other applications • *Learning and Student Management System* to monitor and manage each student's lifelong training needs • *DTAC Interface* for distributing education and training materials across the Internet	Plans	→ Adopt internet as distribution backbone in the near term → Use CD-ROM as a convenient interim measure → Use networked distribution as they become available → Establish partnerships to use existing networks → Design education and training materials to be consistent with available distribution networks; can become more complex as capabilities mature • Establish linkages with existing and/or planned databases and Digital Training Facilities
TRADOC Schoolhouses	Establish V*irtual Campuses* to: • Provide TRADOC sponsored training at locations with high concentrations of soldiers and leaders • Enable soldiers and leaders to participate in Schoolhouse provided education and training from locations worldwide	Determined in Schoolhouse Implementation Plan	• Leverage the Total Army Distant Learning Program • Identify candidate locations • Develop a phased implementation plan for activating virtual campuses • Use existing communication infrastructure to establish 24/7 connectivity, access, and distribution between proponent schoolhouses and soldiers and leaders at other locations • Determine the number of Government and contractor personnel required to operate the virtual campus • Determine the equipment, to include hardware, software, and ancillary items to support each virtual campus
HQ TRADOC, Schoolhouses, Installations & Agencies	Develop and adopt an *Soldiers Manual-electronic (SM-e)* that is electronically connected to lifelong learning 24/7 servers Proponent Schoolhouse responsible for content and managing student records	Determined in the Supporting Implementation Plans	Integrate Soldier's Manual and SQT functions into an SM-e that can be customized to the needs of the individual soldier and equipment packages with features that include: • Basic soldiering tasks • Access to other tasks on demand • First line supervisors or other leaders being able to designate tasks to be trained and monitor results • Training records "pushed" or "pulled" to the soldier, first line supervisor or other designated leaders and the Schoolhouse • Use via PDA or other available computers • AKO and hyperlink access from wireless and/or Internet connections to LAN or WWW networks
HQ TRADOC, Schoolhouses, Installations &	Develop *Organization* to support 24/7 lifelong learning worldwide	Determined in the Supporting Implementation	Adapt and apply the lifelong learning model to functionally provide operations, planning, and support for: • Assignment Oriented Training

Agencies		Plans	• Training Development, to include Simulations • Virtual campuses • Resource Center with 24/7 Reach Back Reorganize and transition current Schoolhouse organization to the lifelong learning model, as adapted to meet the needs of the individual Schoolhouses
HQ TRADOC, Schoolhouses, Installations & Agencies	Adopt *Policies, Practices, and Formulas* to support 24/7 lifelong learning	Determined in the Supporting Implementation Plans	Conduct a zero based review of current policies, practices, and formulas to determine those that remain applicable, that need to be updated, and/or new ones that are needed to support lifelong learning; e.g., • How can TRADOC Schoolhouse receive credit and funding for students at other locations formally participating in courses? • How can students such as follow-on AOT training at other locations be projected and included in ATTARS? • How can soldiers and leaders best be tracked to ensure they receive the full complement of training over their career? • How can certification best be accomplished for students at other locations? • How can conditions and standards best be applied to simulations that are designed to be TM based and performance oriented? Completion of these reviews includes identifying and engaging organizations and agencies outside TRADOC as part of the process
HQ TRADOC, Schoolhouses, Installations & Agencies	Transition the current *staff and faculty* to lifelong learning	Determined in the Supporting Implementation Plans	• Include staff & faculty in developing implementation plan to obtain buy in • Conduct information and training programs • Evolve instructors to the role of facilitator • Use technology to support first line supervisors and instructors
HQ TRADOC, Schoolhouses, Installations &	Implementation *Resources*	Determined in the Supporting Implementation	• Develop and submit POM input • Reprogram existing programs • Leverage on-going initiatives

Agencies		Plans	• Determine and demonstrate ROI
HQ TRADOC, Schoolhouses, Installations & Agencies	Implementation *Management*	Determined in the Supporting Implementation Plans	Form Executive Steering Committee at HQ TRADOC and at each Schoolhouse, Installation, and Agency to manage the implementation Members should understand the vision and potential, and include those responsible for implementing the plan.
HQ TRADOC, Schoolhouses, Installations & Agencies	Prepare and execute *Implementation Action Plans* that: • Include bite-size chunks that result, over time, in accomplishing the Implementation Plan • Identify specific actions to be accomplished, assign leads and supporting responsibilities, and specify milestones/timelines for completing each action	Determined in the Supporting Implementation Plans	Form functional Implementation Task Forces at HQ TRADOC and at each Schoolhouse, Installation, and Agency to prepare, execute, and report the status of Implementation Action Plans. Examples of Implementation Task Forces include: • Assignment Oriented Training • Trainers and Simulations • Resource Center • Virtual Campuses • Organization • Staff and Faculty transition • Policies, Procedures, Practices, and Formulas • Facilities and Funding
HQ TRADOC, Schoolhouses, Installations & Agencies	Implement *Lifelong Learning* consistent with guidance included in the TRADOC MOSQ and Lifelong Learning Implementation Plan that has been tailored to the needs of TRADOC Schoolhouses and Installations	Determined in the Supporting Implementation Plans	Integrate and leverage existing infrastructure and content as well as that being developed; e.g., TADLP program